

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Dana Magill

Official School Name: Mount Yonah Elementary School

School Mailing Address: 1161 Duncan Bridge Road
Sautee Nacoochee, GA 30571-3608

County: White State School Code Number: 754

Telephone: (706) 865-3514 E-mail: dmagill@white.k12.ga.us

Fax: (706) 865-1466 Web URL: http://www.white.k12.ga.us/mtyonah/index.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Paul Shaw Superintendent e-mail: pshaw@white.k12.ga.us

District Name: White District Phone: (706) 865-2315

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Kendall Hunter

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
(per district designation) 1 Middle/Junior high schools
2 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 4700

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	39	46	85
K	40	41	81		7	0	0	0
1	40	41	81		8	0	0	0
2	35	37	72		9	0	0	0
3	40	43	83		10	0	0	0
4	41	41	82		11	0	0	0
5	48	42	90		12	0	0	0
Total in Applying School:								574

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 13%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	30
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	43
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1, 2009	582
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 5
 Number of languages represented, not including English: 2
 Specify languages:

Spanish and Italian.

9. Percent of students eligible for free/reduced-priced meals: 51%

Total number of students who qualify: 284

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 46

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>21</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>4</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>15</u>	<u>0</u>
Total number	<u>73</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	94%	96%	96%
Teacher turnover rate	1%	1%	1%	1%	1%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

07-08 brought with it several maternity leaves.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

MYES's vision statement outlines: High Expectations, Accountability and a Positive Working and Learning Environment. The mission statement of MYES is to provide a strong social and educational environment while promoting life-long learning. The vision and mission are founded on the successful implementation of a Standards-Based Instruction school focus as documented through a 2009-2010 Georgia Assessment of Professional State Standards review (GAPSS) that set an alignment record for the Pioneer RESA. Our Standards-based focus includes, but is not limited to, ongoing formative and summative assessments, project based education, Essential Questions (EQ's), teacher commentary regarding student work and teacher and student goal setting. These and other efforts result in teacher intentionality and accountability (what they are teaching and why/relevance), strong instructional practices and student results. For students, this means that there is a clear expectation that they take responsibility for their own learning and understanding of its relevance to the real world. This learning is expected to be clearly communicated to their teachers and administrators on a consistent basis when asked.

Traditions:

- The staff begins each year with a theme. For example this year was on "INTENTIONALITY." Giving more thought as to what we are doing with regards to planning and instruction, why we are doing it and how it relates to the real world. This theme is carried down to the student level where students are held accountable daily for the "Why" we are learning this and "Where" this learning will take us. This has always been the expectation but because of this theme it has been brought to the forefront and will stay at the forefront of all we do.
- The ringing of an old school bell located at the front of the school on the first day of school and the last day of school. On the first day it is rung by our kindergarten students and the last day it is rung by our now 6th graders who are graduating on to the middle school. The ringing is videoed on those days and shown to the entire student body via the closed circuit network celebrate the first and last day of the school year.
- We host an annual Fall Festival that sports games, hayrides, prizes, an auction and even a Chili Cook Off! This a great event that always has a good community turnout and helps to raise money designated for teacher stipends for those teaches who teach our after school remediation in grades 3 and 5.
- Each year MYES hosts a Heritage Day. Our school is located at the base of Mount Yonah and located in the valley of Sautee where the actual Trail of Tears had its beginning so there is much history here. On that day children and staff participate in many activities that give them a taste of pioneer living and the gold rush of long ago.
- Prior to our state test, the CRCT, we decorated the school in blue and white (school colors) banners that say, "Do Your Best on the Test!.. There is also a testing pep rally where the cheerleaders and football players from the high school come to talk and cheer to the kids about the importance of school, being a leader at school and in your community and doing your best on the test. Some of the students from MYES perform testing skits. The principal and assistant principal also perform a motivational skit or song. One year they performed as the Blues Brothers and sang "I'm a Test Fan." Another year they sang "Don't Worry Test Happy" with painted yellow smiley faces over their face. The principal who has a dance background always "cuts an extra rug" for the crowd. We wrap up the pep rally by honoring our teachers with a ribbons (beauty pageant style) and applause. It is great fun and a stress reliever for all.

- Following the CRCT we host a Block Party in back of the school to celebrate our efforts. Our Honey Bees (Cafe' Ladies) set up a BBQ and lunch line out back and the kids and staff are treated to a BBQ picnic, popsicles, games and music during their lunch and recess time.
- Since coming to MYES, principal Dana Magill has brought with her "Data Magill" (the lady who is crazy about data and what it shows us). She is hosted on the close-circuit regularly where she speaks to the children in her funny high pitched, nutty professor voice while looking over her rhinestone studded spectacles. The kids, staff and our superintendent love it!
- Milestones include: Transitioning 8 years ago from White County Elementary to our new building and becoming MYES, successfully bringing the sixth grade model to MYES for the last three years, setting a record in our RESA for the school most aligning ourselves with the Standards-Based Instruction Model and of course being nominated for our Blue Ribbon Award.

Mount Yonah is a school comprised of 574 students and 73 full time staff members. We are located in White County in rural NE Georgia at the base of the Appalachian Mountains. (Our student population consists of a 1% Hispanic and African American Population). We are at 50+% Economically Disadvantaged and do not currently have a sub-group in any other area.

Mount Yonah's biggest strength is our heart for our children, each other and the implementation of a Standards-based curriculum based on data driven instruction! The staff works tirelessly to go above and beyond to meet the social, emotional and academic needs of our students and their families. We also truly consider ourselves to be a family. Because of our commitment to our children and to one another our morale stays high, even through budget cuts, salary reductions and the stress of competing in today's educational environment. In addition to our data driven standards-based instruction, due to our RTI program which is also data driven, we have significantly lowered the numbers referred for placement in Special Education leaving us without a subgroup in this area. Our RtI program has also helped us close the achievement gap in our ED group as evidenced by this recognition!

For all of the above reasons that revolve around high expectations, accountability and a positive working and learning environment, the staff and students at MYES believe that we are truly worthy of this Blue Ribbon Award. As one fifth-grade student stated as he got out of his car during morning drop off the day after the nomination was excitedly announced to the school by the principal, "I am a Blue Ribbon kid!"

1. Assessment Results:

In the area of reading/ELA, MYES is an overall success story. Although the Annual Measurable Objective (AMO) is increasing as is our Economically Disadvantaged (ED) population we continue to improve in this area. Note: On Georgia's CRCT the Meets standard is set at 800 with the Exceeds set at 850. In the "All" category when you compare the years spanning from 05-06 to 09-10 there has been an overall +10% gain in achievement results (85% meets and exceeds to 96% currently meeting and exceeding). In the exceeds category alone we almost doubled the percentage gain (25% exceeds to 44% currently exceeding). In the "ED" subgroup which has grown from 82 students in 05-06 to a current 167 our percentage meeting and exceeding increased by 10% over the years from 84% meeting or exceeding to 94% currently meeting or exceeding. In our exceeds category in this sub-group the exceeds percentage doubled from 16% exceeding to 33% exceeding. The SPED subgroup has also shown improvement but performance levels do not reflect a consistent increase. In the meets and exceeds category we have moved from 64% meeting and exceeding in 05-06 to 76% currently meeting or exceeding. In the exceeds category we have moved from 8% exceeding in 05-06 to 15% currently exceeding. It should be noted that due to our strong emphasis on RtI our SPED population has decreased to the point of not having a subgroup this year. However, due to our bringing 6th grade on board 3 years back there it would appear that our numbers have increased, but what it really reflects is an extra grade level that was not there prior to two years ago. In our largest subgroup "White" we have gone from 84% meeting or exceeding in 05-06 to a current 96% meeting or exceeding. In the exceeds category MYES has almost doubled the percentage of students in the exceeds category (25% in 05-06 to a current 44%).

In the area of mathematics, MYES is just now getting back to the percentage of students in the "All" category meeting and exceeding at a current 91%. This was after taking a dip from what we believe was due to the change from QCC to GPS (change in standards). Students who are exceeding have almost doubled from 05-06 going from 27% to currently 45%. Students in the ED subgroup in meets and exceeds dropped after the 05-06 percentage of 92% but are on the increase with 86% scoring meets or exceeds. Again we believe this drop to be indicative of the big shift in state standards. ED children exceeding doubled from 18% to 33%. Our SPED population in this area has presented to us our biggest challenge. Although we took a big hit with the change in standards we are managing to slowly recover in this area with a 10% gain from last year's meet and exceeds (43% to 54%). In the exceeds category SPED results are inconsistent. As in the area of reading, due to our strong emphasis on RTI our SPED numbers have declined, but due to having an additional grade level at 6th grade it would not appear as such. It should be apparent to anyone who reviews MYES's data that there is plenty to be done in the area of math, especially for our students of SPED. In our largest subgroup "White" we have pretty much maintained a 91% meets and exceeds rate. In the exceeds category we have moved from a 26% exceeds rate in 05-06 to a 45% exceeds rate.

In summary, MYES is strong in the areas of reading/ELA and math in our "All", ED and White groups and subgroups. The area of greatest concern is in our SPED sub-group where there is more than a 10% disparity in scores. The first thing we did to improve in this area was provide intense co-teaching training to our co-teachers to ensure that we were using this model as effectively as we can. Co-teachers are observed regularly using the GAPSS co-teaching observation check sheet. In the area of reading we have made significant gains due to this improvement and the implementation of our research-based reading program, Wilson. We have also added the research-based computer software program, Success Maker, just for our SPED population. This provides for daily teacher-crafted skills practice on the computer based on the individual needs of the students as determined by weekly progress monitoring thru AIMSWEB. Although there have been gains in math, our SPED population continues to fall behind in this area. Improvements in this area include increased rigor for all children through more project-based education, the strengthening of our co-teaching model through training and the addition of Success Maker in the area of math that provides, like the reading, daily practice on teacher-crafted skills modules focused

on individual student needs (SPED students get an additional 30 minutes of time in this each morning during their study skills block). The principal also meets twice monthly with Team SPED to review the data and student progress, discuss ideas and target areas of need. Having said all that, at MYES we believe an ounce of prevention is worth a pound of cure, hence our strong focus on and belief in RTI. Through the implementation of this model we are catching kids early, intervening and creating success stories. We are confident that through all of these efforts our SPED children will continue to show improvement and at the same time the numbers in this subgroup will continue to decline.

Testing/AYP information can be found at
<http://www.gadoe.org/ReportingFW.aspx?PageReq=102&SchoolId=22142&T=1&FY=2010>

2. Using Assessment Results:

As referenced to earlier, all instruction and instructional programs at MYES are driven by data. Teachers make daily and weekly decisions on how to best serve their students based on hard and soft data gleaned from formative data (quizzes, Accelerated Reading (AR), Accelerated Math (AM), running records and observation). This data is utilized during their weekly team planning time they plan as a grade level in order to promote consistency in the teaching of the Frameworks, but also differentiation of instruction within their individual classrooms. MYES teachers are also provided opportunities to make decisions regarding the use of assessment in determining what programs are best, whether it be for the Gifted or those who need to enter into the RTI process.

MYES administration and staff begin the year by setting S.M.A.R.T. goals for student achievement that are data driven, based on the School Improvement Plan, Universal Screening data, CRCT data and classroom growth models. The teachers and administration of MYES meet mid -year, and at the end of the year to determine if goals are being worked toward and ultimately attained. Teachers and administration meet monthly at Data Meetings to dialogue and plan using math study skills data, AIMSWEB data (progress monitoring), S.T.A.R. and benchmark testing data. Teachers are also heavily involved in the RTI process. Meetings with each teacher are regularly scheduled (every 4 to 8 weeks) by the administration. During these meetings, progress-monitoring data (AIMSWEB) is shared and discussed, as well as the student's overall classroom performance. The decision to continue with the current intervention or to change the intervention is jointly made by the teacher and the administration. RTI at MYES, includes: One Title1 teacher, two EIP teachers and four classified Instructional Interventionists who work under the supervision of the Title 1 teacher. Current RTI practices are based on yearly initial, medial and final screenings; as well as ongoing needs assessments, weekly, monthly AIMS progress monitoring (depending upon Tier level), CRCT, G-KIDS (kindergarten assessment) and teacher input that is obtained throughout the year. Based on a compilation of this data presented on individual teacher/class spread sheets, individual students are placed on a reading and/or math rank list according to greatest to least need as judged by a holistic score given from the above hard and soft data.

Students of The Gifted and Talented Program receive a full-day classroom placement in a class with a certified Gifted instructor. Gifted students in grades 4-6 receive one or two additional segments per week with a qualified resource instructor. These students are selected based on teacher recommendation, standardized test data and ability testing. Special Education programs will utilize mostly inclusion/co-teaching programs to meet the varied needs of students being served, but some resource for those deemed necessary through CRCT and school-based data is available. Any struggling students are moved through the Tiers, provided every intervention possible and progress monitored on a weekly basis. When we have exhausted all possibilities, only then do we refer them for more testing and based on those results move them into Tier 4 based on recommendations made by a committee comprised of the classroom teacher, administration, parent, psychologist and Director of SPED.

In addition to the Gifted, RTI, Special Education and ELL programs Mount Yonah also offers a daily math study skills block. Students are given a pre and post- test driven by the Georgia Frameworks schedule. The pre-test determines whether they are placed in the remedial, average or advanced group for

that particular math skill. These groups are fluid depending on pre and post test results for each concept. This ensures an extra block of data driven math instruction provided to students in grades 1-5 based upon individual needs. During this time all available staff (Special Area teachers, Media and P.E. paraprofessionals, Media Specialist, Instructional Coach) have been assigned to assist in the remedial math study skills block classrooms.

Mount Yonah currently houses a portion of the 6th grade due to the building of a new middle school. Remedial Education (REP) in grade 6 is individualized and small group tutorials in reading, ELA and math by a certified teacher for students who previously did not meet expectations on CRCT, who are currently performing below level in classroom work, have scored below level on AIMS web screening assessments, and/or have been recommended for RTI designated interventions. In addition, 6th grade students who exhibit solid standardized test scores, as well as strong classroom performance are offered challenge classes. These children are selected by their teachers and, upon accepting the recommendation, are eligible for either the Applied Writing or Applied Math courses. The students in the Applied Writing course are responsible for our school newspaper. The students in the Applied Math course are involved in the Stock Market Game.

In addition to the above, the administration, teachers and parents of MYES meet yearly to compile and disseminate CRCT and other data in order to drive instructional strategies designed to improve areas of identified weakness and to expand on areas of strength. This ultimately results in our yearly School Improvement Plan that is aligned to the needs of the school and ultimately the goals of the county and state. This plan drives our instructional initiative focus and all related budgetary items that is focused on continued academic success.

3. Communicating Assessment Results:

Public reporting of student performance and disaggregated CRCT data is provided to the parents and community at the school level through bi-yearly Title 1 meetings, monthly Governing School Council meetings, parent conferences, newsletters, and standardized testing information/reports and letters sent home to parents (CRCT, ITBS, CoGAT).

MYES is a School-wide Title I School. We host two Title I Parent Nights yearly. We coordinate other service models such as EIP and Special Education with these evenings. These nights are held in the early fall and spring. MYES sends home notices via Thursday folders and the Emergency Communication Phone System to encouraging all parents to attend. During these nights parents are presented to, as a whole group, on all CRCT data (including sub-group information), AYP guidelines and expectations and the school improvement plan, as well as other Title I guidelines. Then the teachers of the various programs meet with their parents and students in separate locations at the school to go over their program specifics and to answer any questions or concerns the parents may have.

White County is a new Charter System and with this has come the establishment of a Governing Council comprised of elected parents, community members and teachers. The Council meets monthly and data as well as other school related information is shared at that time. It is the responsibility of the Council members to make recommendations, form work groups to further analyze problem areas and develop possible solutions, as well as to communicate this information to the community and to take questions and concerns from the community (in this case data/testing) back to the Council for discussion.

Teachers conference with parents at least once each nine weeks (more for those who may be experiencing difficulty). During these meetings classroom progress and AIMSWEB screening and/or weekly progress monitoring data (depending on the Tier) in graph form are shared with the parents. In addition to this, each student at MYES participates in a student-led conference where the student leads the conference sharing their goals, strengths and areas of opportunity.

The "Little Black Bear" is our mascot at MYES. Hence, our monthly newsletter is named BearTracks. As deemed necessary we update parents on CRCT data, AYP and other student performance topics through

this avenue. We also send home ITBS and CRCT State reports on individual student along with a letter of explanation of the tests and results.

At the district level this information is published in the system newsletter, System Signals, and in local newspapers. Individual school and district data is also presented annually at the Board Retreat where various members of the community and school system are present. This presentation is coordinated by our local Pioneer RESA. Highlights from the retreats are published in the local newspaper and broadcasted on the local radio station.

4. Sharing Lessons Learned:

The administration participates in SACS Accreditations and Georgia GAPSS reviews. In doing so, the feedback given by our administration during these visits promotes improvement in the participating school. The Leadership Team and Administration participate in visitations to other schools in an effort to promote and share best practices. The Administration is also a member of the Georgia Association of Educational Leaders (GAEL) and the Georgia Association of Elementary School Principals (GAESP). Participation in these groups promotes sharing and learning opportunities with colleagues.

Teachers and Administration from MYES have presented best practices such as: Student Led Conferences, RTI, Standards- based and Data Driven Instruction and our Math Study Skills Research Project at RESA conferences and at local college leadership programs. Since our GAPSS review, which in itself was an opportunity for a team of twenty plus educators from all over the RESA to come and learn, we have met with two schools outside the county, per their request, to share best practices in Standards- Based Instruction, RtI, math study skills and overall master scheduling.

MYES has also been identified by our district level administration as a great resource. They have met with us multiple times this year to glean best practices in order to share with our sister schools. These best practices specifically include our focus on the data driven Standards-based Instruction and Math Study Skills Block (as referenced earlier) which are all based on the Georgia Frameworks. It should be noted that four of our first grade teachers did a research project assessing the effectiveness of this model using a T value test. The research ultimately indicated a direct correlation between our Math Study Skills Block and increased student achievement. This research project was presented to our BOE and to our local community last fall. Monthly Coach, Principal and Assistant Principal meetings also provide opportunities for MYES to share its many successes.

1. Curriculum:

The core curriculum at MYES centers around the Georgia Performance standards (GPS) and is further broken down into the Georgia Frameworks which provides a specific timeframe for teaching the concepts and skills found in the GPS. Core subjects with the GPS are Reading, English Language Arts (ELA) and Mathematics. Instruction in these and other areas at MYES is delivered in whole group, small group and one-on-one situations depending upon the need. MYES maintains a focus on project-based education which provides students hands-on opportunities that link learning across all content areas. For example: A bird house building project that involves researching the history of birdhouses, application of geometry and measurement skills to design and create a birdhouse and an informational writing activity describing the process of designing and building a birdhouse. This unit incorporates, at a minimum math skills, writing skills and research, reading and writing in the content areas.

Whole group instruction in these core subjects provides the teacher an opportunity to introduce a particular concept and/or skill to the whole class. During whole group instruction, teachers follow the Five Step Lesson Protocol Model: The teacher introduces the concept through the identification of the Georgia Performance Standard and referencing to the correlating Essential Question(s) (EQ) for that skill. The EQ's are based on the enduring understandings that we want our children to take away from the unit and/or lesson. As S. Covey has so well quoted, "Beginning with the end in mind." During this portion of the lesson the teacher moves into the modeling of what is to be learned during the lesson. This is done by providing children examples and non-examples of the learning, using teacher think -alouds or even modeling an experimental procedure. After that, the class moves into the guided and then individual practice portion of the lesson where the students, with the teacher's guidance and support, practice the skill together and then independently. The independent time is a critical time for the teacher. During this time the teacher circulates and checks for individual understanding. This is the time where teacher commentary (feedback in the language of the standard) is given to the student verbally and in written form on their work. This is also the time where the teacher makes note of what type of further differentiated small group instruction needs to take place on the skill in order remediate, enforce or extend the learning of the students. Finally, the teacher wraps up the lesson with a review of the standard, EQ and learning on the skill.

Small group instruction in core subjects provides opportunities for remediation, reinforcement and extension of the learning for students based on the need. All grouping practices in core subject areas are fluid/flexible due their being based on student data gleaned from ongoing teacher observation, weekly progress monitoring (this is done through AIMSWEB for students identified through school-wide screenings as at-risk), and weekly skills assessments. Small group instruction takes place in the classroom during center time, cooperative grouping activities, Peer Assisted Learning (PALS) or when deemed necessary. RTI time takes place in small groups based on the alignment of individual needs and programs provided.

One on one instruction happens during conferencing opportunities and on an as needed basis in the classroom setting. The RTI process provides for one on one instruction in Tier 3 depending on the subject and/or areas of need.

The visual and performing arts program in K-5 consists of our art and music programs. Each teacher is certified and Highly Qualified in her subject area. The art and music curriculum are based on GPS from which the teachers derive their EQ's. Students at MYES receive music and art weekly. Sixth graders can choose to take band during their 6th period class electives.

In art children explore content including the color wheel, sketching and burning pottery. Academic content depending on the grade level is always brought into the art units. For example, if students are studying Ancient Egypt in the classroom they will make clay Egyptian Death Masks in art.

Through music children explore rhythm, beat, song and learn to read music. This is done through units centered around various famous composers and their music. In third grade, recorders are introduced and played throughout the remainder of the children's elementary school career. MYES also hosts a chorus that meets weekly after school. They perform at PTO, Kiwanis and other community events. They have even performed at an Atlanta Hawks game this year.

Children in grades K-5 receive P.E. twice weekly via a certified coach. Activities are based on the new GPS for P.E. EQ's for P.E. are derived from these standards. MYES students are currently engaged in a state health pilot, "Fitnessgram" which is a comprehensive fitness assessment battery for youth including areas like cardiovascular health, muscular strength, endurance, flexibility and body composition. It is also a report card that summarizes the child's performance on each component. This is an effort to promote lifelong physical activity in our youth. Sixth grade students also receive a Health course based on the GPS that teaches healthy eating, hygiene and personal efficacy.

MYES's cafeteria staff are state certified and operate under the state nutrition guidelines. Healthy choices are provided to the children each day through three entree choices, a green salad, two vegetables and either a fruit, Jello or pudding for desert. Our Honey Bees (cave ladies) are an integral part of our school. They are always providing fun avenues to make lunch an enjoyable time for our children. Just recently they celebrated Elvis' birthday. They all dressed up like Elvis, decorated the lunchroom with Elvis pictures, beads, records, etc. Elvis hits were played throughout lunchtime and Coach dressed up like Elvis and performed for each class. It was a blast that was enjoyed by staff, students and lunchtime visitors!

2. Reading/English:

In the area of Reading in grades K-6 the focus is on the Fabulous Five through a balanced approach to literacy. The Fab Five are: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension Skills. Although the balanced literacy approach dictates that all of the 5 components are incorporated into the daily lessons, at the primary level (K-2) great emphasis is placed on the foundational skills involving Phonemic Awareness, Phonics, Fluency and Vocabulary acquisition. In other words, through the development of these skills, our children "learn to read" and are provided opportunities across the content areas to apply these new reading skills. Instructional strategies/models in the primary grades to enhance the learning in these areas include: Guided Reading groups, literacy centers, Peer assisted Learning Strategies in Reading (PALS) daily teacher read-alouds and think-alouds, and literacy circles centered on chapter book reading and related comprehension activities for the advanced readers. Struggling readers are identified through the universal screening process data and teacher recommendation. They are then entered into the RTI process and receive the above classroom instruction, but also interventions to include: Reading Recovery, Great Leaps, Soar To Success and other research based interventions depending upon need as determined by data and teacher input. In the upper grades (3-6) our children move into "reading to learn" where the emphasis moves to a focus on further vocabulary development, fluency and comprehension skills and opportunities to apply these skills across all of the content areas. For example: Our science adoption incorporates leveled readers which are used during small group reading time. Instructional strategies/models at this level include: literacy circles and related comprehension activities and project-based learning based on chapter books and novels, PALS and teacher read-alouds and think-alouds. As in the primary grades struggling students are identified through the universal screening process and teacher recommendation and are then placed in research-based programs including: Soar to Success, Great Leaps and research-based graphic organization utilization. All SPED students (K-6) receive classroom instruction in the GPS reading through the co-teaching model. Depending on the need, some students may receive additional resource reading instruction using the Wilson Program. All SPED students access the computer program Success Maker daily to work on skills. In the area of ELA the focus is on applied use of spelling and grammar in daily writing opportunities in grades (K-6). The expectations for writing vary according to grade level, however; the expectation for

each level is rigorous. The expectation for graduating kindergarten children is the ability to independently demonstrate at least three complete sentences on a single topic including proper capitalization, punctuation and spelling of basic sight words. First grade students must demonstrate a five sentence paragraph format with a main idea sentence, three detail sentences and a closing sentence, along with solid spelling and grammar. From there, in grades two through six, we expand on this five sentence format by including more writing with much greater organization, ideas, details, voice, focus, and purpose across the various genres. As a result of this we lead our county in a 90% meet or exceed rate on the state writing exam. We are looking to do even better this year! In order to teach and reinforce spelling and grammar to promote efficient and effective writers, MYES utilizes the Sitton Spelling Program, Daily Oral Language (DOL) and Daily Grammar Practice (DGP). Sitton Spelling is a research-based program that teaches spelling within the context of a paragraph. Not only do students have to know how to spell a word. They will need to be able to determine which tense, homophone, etc. should be inserted in any given place in the paragraph. Daily Oral Language is done as a daily grammar drill in grades 1-2. During DOL practice, students must correct spelling, capitalization and grammar errors in sentences first independently. The teacher then goes over it with the class having students make their corrections at the board for everyone else to see and check. In grades 3-6, the same goes for DGP, however; DGP gets into the rigorous process of not only sentence correction but the diagraming of sentences that reinforces the "Why?" behind the corrections to the students which intern promotes higher order thinking skills (analysis).

3. Mathematics:

GPS in mathematics at the elementary level centers around a rigorous approach to the teaching of number sense, numbers and operations, measurement, geometry, data analysis, probability, algebra, and process skills. As in reading, foundational skills are taught and reinforced at the K-2 level. Number sense, numbers and operations, graphing, measurement and basic geometric shapes are taught through concrete, hands-on experiences using math manipulatives and other resources provided through our research-based math program, Houghton Mifflin. Opportunities for problem solving are provided daily through the problem of the day; and daily math fact practice is a must. Those that master addition, move to subtraction and then to multiplication and division. We have first graders that are already working on multiplication. Mastery for each is set at 80%. Struggling students are identified through the universal screening process and enter the RtI process. Additional instruction for struggling students in K-2 is provided outside the classroom in number sense and math facts through research based programs like SRA Real Math Program, Key Math and Great Leaps Math. For grades 3-6 multi-step problem solving is at the core of math instruction. Application of the basics is the expectation through the teaching and exploration of measurement, numbers and operations, geometry, algebra, probability and data analysis. Children are taught a variety of ways to solve problems and are given the opportunity to choose the ones they are most comfortable with. Children are expected to show on paper, as well as be able to explain the process of solving their problems. Struggling students at this level are also identified through the universal screening process and teacher recommendation. The utilization of Key Math, Great Leaps Math and the SRA Real Math Program help to target and reinforce problem areas on top of and outside of the classroom instruction. SPED students receive services in math through the co-teaching model along with some resource classes as needed. All SPED students access the computer program Success Maker for daily to practice skills.

4. Additional Curriculum Area:

MYES' science curriculum is founded on The Georgia Performance Standards. These are designed to provide students with the knowledge and skills for proficiency in science at the K-6 levels. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. As in other subject areas, the GPS in science is further broken down into the frameworks, which articulate desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the Georgia Performance Standards. They also provide Essential Questions, tasks/activities, culminating tasks, rubrics, and resources for the units. Technology at MYES is infused into the science curriculum through the use of Smart Boards and related

interactive activities, as well as the On Line Assessment for Science that is used to gather data on students mid-year in order to make any necessary adjustments in the teaching of the curriculum. Science at MYES consists of a way of thinking and investigating, as well as a growing body of knowledge about the natural world. This approach to science instruction supports the “lifelong learner” philosophy that is at the heart of our Mission. To become literate in science students need to acquire an understanding of both the Characteristics of Science and its Content. To provide for this understanding MYES centers its instruction of the GPS around specific scientific characteristics that elementary school children should learn and understand. These nine characteristics are: Organization, Cause and Effect, Systems, Models, Scale, Structure and Function, Change, Variation and Diversity. These nine pieces are used as anchors around which science instruction takes place. They promote an understanding of how the natural world works by providing opportunities for children to experience hands-on, student-centered, and inquiry-based approaches that are the foundation in the teaching of this curriculum. Examples of this include community speakers and partnerships that provide instruction and hands-on experiences on topics such as electricity, ecology, water conservation etc. Our sixth graders have learned about stream health through one of these partnerships with Trout Unlimited. They raised baby trout in our science lab in a tank. They took regular water samples and adjusted the water health as needed and then released the trout into our local Chattahoochee River. Students are currently involved in the “Save the Hemlocks” project. They are raising beetles that have been imported. These beetles will be released under the guidance of a wildlife professional to eat the insect that is destroying the Hemlocks in this area. This is a statewide initiative that our students are involved in that also directly connects classroom study with real world efforts that facilitate the desire to continue to learn. These activities promote a strong social and educational environment which is also a critical part of our Mission at MYES. We also host an outdoor classroom where children are provided regular opportunities to observe their natural environment focusing on many of the nine characteristics outlined above. Instruction is extended, as needed, beyond the curriculum to meet individual student needs. Variations in content, process and product also provide for differentiated instruction. Sped students, depending upon need, are provided supportive instruction in the area of science. This provides for modifications and a paraprofessional’s assistance.

5. Instructional Methods:

MYES is a data driven school that promotes differentiated instruction in content, process and product through, our differentiated math study skills block, guided reading and small group math instruction, hands-on experiences, literacy circle groups and individualized ELA/reading and math tickets (**rubric-based activities**) that involve cross curricular connections in science and social studies.

All students receive differentiated instruction in the classroom based on the GPS. Work is differentiated based on a variety of formative data sources including: AIMSWEB screenings done at the beginning, middle and end of the year in reading and math; common core pre and post tests given in ELA and Math, weekly progress monitoring of students through AIMSWEB for students in the RTI process, classroom assessments, frameworks driven pre and post tests in math study skills block and, of course, we do use our summative sources including unit tests and CRCT data.

In past years MYES has had two different sub-groups including our Economically Disadvantaged (ED) and Students of Special Education (SPED). We have done well academically, as evidenced being recommended for this award, with increasing the academic gains our ED students due our strong RTI program that targets students based on formative data gleaned from AIMSWEB and classroom performance in reading/ELA and in math. The RTI model is a Federally mandated program involving children moving in and out of Tiers 1 through 3. Tier 1 being regular differentiated classroom instruction and Tier 3 being the most intensive interventions possible before referring to SPED testing. These children receive differentiated classroom instruction based on the GPS and then receive additional instruction in reading and/or math through various researched-based programs and strategies outside of the classroom through an interventionist. The service-model (program and group size) depends on the needs of the student and the service Tier that they are currently in. The administration meets with the teachers every 4 to 8 weeks on each child (depending on need) to discuss progress and adjust the program as necessary. Our main goal is to accelerate learning and exit children from the Tiers altogether, but at a minimum avoid the SPED label. Due to the success of this model at MYES we have managed to close the

achievement gap and eliminate the SPED sub group (reduce number of children being placed in SPED/ under 40 kids in grades 3-6).

However, eliminating the sub-group in SPED does not eliminate the need to serve our children that are still in the program. SPED students also receive regular classroom differentiated instruction based on the GPS through a co-teaching model (Reading and Math) or supportive staff model (Science and Social Studies). These models provide students with modifications (small group instruction, slotted notes, one-on-one time, etc.) to promote success in meeting their Individualized Education Plans and the expectations set forth by the GPS. Some students in need of more support may also receive additional resource classes in Reading and Math to include Wilson Reading, Head Sprout and Key Math. All children in SPED have access to all technology opportunities in the building, but also receive extra technology based -support in Reading and Math through the research-based program Success Maker. SPED students are also progress monitored through AIMSWEB weekly on their functional level and monthly on their grade level. The SPED teachers at MYES keep data boards (on trip-tics) complete with her case load of student's. Pictures and current updates of all data sources and on each student are present and are reviewed bi-monthly at meetings with the school's principal to monitor for progress.

Our Gifted students receive daily differentiated instruction through a Certified Gifted classroom teacher. Students in grades 3-8 also receive co-teaching and resource opportunities though a county itinerate Gifted teacher. This teacher plans with all the Gifted classroom teachers on a weekly basis. Strong students in 6th grade (Gifted and non) are eligible per teacher recommendation based on data to participate in the applied writing and math electives. These classes either produce the school newspaper (Bear Tracks) or participate at the State and National levels of the Stock Market Game.

6. Professional Development:

MYES updates its Staff Development portion of the School Improvement Plan on a yearly basis. It is based on the improvement plan developed by the county but is also based on the needs identified through our data driven school improvement planning process. In order to support our vision and mission and commitment to Standards-based instruction the faculty and staff have chosen a two to three year staff development focus on the 7 Strategies of Assessment for Learning. This staff development will: 1.) Promote a deep understanding, teacher preparedness and knowledge of the content of our current GPS, as well as the new National Standards that we will see next year. 2.) Use exemplars to provided examples of weak to strong student work and though discussion of work promote student accountability and self-assessment. 3.) Provide for timely and effective feedback through teachers conferencing with student to promote "next steps." 4.) Individualized and whole group, focused teacher instruction on one aspect of quality that targets instruction to the learning gaps of students (incomplete understandings, misconceptions, partially developed skills) 5.) Focus on revision which means more student practice and teacher feedback. 6.) Provide additional goal setting for students. 7.) Provide teachers time to reflect on progress and share lessons learned. This staff development is facilitated by the Instructional Coach and the administration during regularly scheduled planning period time, as well as after school.

As referenced to earlier, MYES has developed a School-Wide Technology Plan. This plan is a three year plan that outlines technology goals including how the technology will be applied to teaching and learning in the classroom. At the core of this plan is our focus on the successful implementation of Smart Board use in every regular education and co-teaching classroom environment. Training on this interactive piece will begin early this spring.

In addition to the above, all of the MYES staff participate in the various Professional Learning Communities (PLC's) of their choosing that are offered throughout the year. Such PLC's involve book studies on various topics like: The Brain in Mind, How Full is Your Bucket, Research-based Literacy Practices, Motivating Students for Success and many more. These PLC's promote opportunities for staff to read, learn and collaborate in a collegial setting. Other groups such as our math and reading committees attend various workshops in the state related to our school improvement goals in order to redeliver lessons learned to the rest of the staff. Additional learning opportunities are provided when staff members

participate in GAPSS sweeps at MYES that promote their understanding of what the "Big Picture" of Standards Based Instruction looks like through a school wide focus. Staff also participate in school GAPSS teams outside of MYES which provides further opportunities for them to learn and collaborate with colleagues.

7. School Leadership:

The instructional leadership philosophy at MYES is defined as: The administration's ability to, with the principal in the leading role, prioritize the various responsibilities based on, a deep understanding of and involvement in, the curriculum, as well as involvement in the specific aspects of teaching, learning and assessment that directly affect student growth and achievement. Other key players in this philosophy are the district level leaders, assistant principal and instructional coach.

A wise professor once said: "It's all about relationships, relationships, relationships." It is so true at MYES and in the White County School District with communication among all levels being the key to success. The district administration coordinates and disseminates county policy and programmatic information to leaders at the school level through various curriculum focused meetings held throughout the year. This information and other data ultimately result in the development of county's improvement plan. In turn, the school administration and instructional coach communicate this information to staff through Leadership Team Meetings, grade level meetings and faculty gatherings. All policies and procedures are put into the MYES Staff Handbook that is reviewed with staff each fall prior to the start of school.

The administration facilitates the updating/revision of MYES's School Improvement Plan each spring. This plan is developed around the county's lead, our state testing data as well as various other school-based data sources. MYES's School Improvement Plan is a living document that is updated/revised each spring by the Leadership Team and Governing School Council members (parent and community input). This plan is reviewed periodically, along with the county's, at our Leadership Team meetings to check on progress toward meeting the goals. MYES's School Improvement Plan drives all core instructional initiatives and related budgetary items based on improving student achievement.

Morale at MYES is genuinely high due to the genuine appreciation and support, as well as a willingness to "be there" that is consistently shown by the administration. On a day to day basis the administration frequents classrooms, plans and problem solves with staff and works to ensure that there is parental support (PTO) for jobs well done. There are many celebrations facilitated by the administration that take place throughout the year for these jobs well done such as: Pajama Days, Late' Bars, Luncheons, Yearly Gifts of Time (admin. covers class to allow teachers to leave two hours early), snacks in the workroom, etc. In short, we are a family at MYES that prays together, laughs together, cries together and can agree to disagree at times. In short, at MYES, "It is all about relationships, relationships, relationships!"

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	97	95	94	89	96
Exceeds	64	40	30	27	51
Number of students tested	66	80	64	71	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	94	97	100	81	90
Exceeds	61	32	17	19	41
Number of students tested	33	34	18	26	29
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	80	100	100	73	100
Exceeds	20	0	0	9	27
Number of students tested	5	1	3	11	11
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet + Exceeds	97	96	97	96	90
Exceeds	58	44	38	41	40
Number of students tested	66	80	64	71	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meet + Exceeds	97	97	94	92	72
Exceeds	49	38	17	23	21
Number of students tested	33	34	18	26	29
2. African American Students					
Meet + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meet + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meet + Exceeds	80	100	100	73	73
Exceeds	20	100	0	18	27
Number of students tested	5	1	3	11	11
5. English Language Learner Students					
Meet + Exceeds					
Exceeds					
Number of students tested					
6.					
Meet + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	97	96	88	87	94
Exceeds	41	32	37	29	28
Number of students tested	78	68	76	86	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	97	97	79	75	91
Exceeds	40	31	21	14	29
Number of students tested	38	29	33	28	35
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	75	80	73	50	80
Exceeds	0	0	9	0	7
Number of students tested	4	5	11	14	15
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	96	99	96	93
Exceeds	40	50	46	56	51
Number of students tested	78	68	76	86	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	97	97	97	89	89
Exceeds	29	38	30	32	37
Number of students tested	38	29	33	28	35
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	75	100	91	79	67
Exceeds	0	0	27	36	0
Number of students tested	4	5	11	14	15
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	93	92	84	92	98
Exceeds	68	51	41	30	38
Number of students tested	71	78	86	96	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	89	90	75	86	96
Exceeds	58	35	43	22	31
Number of students tested	38	40	28	36	26
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	33	73	50	67	100
Exceeds	17	27	21	13	22
Number of students tested	6	11	14	15	9
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	91	95	95	93
Exceeds	49	39	48	35	38
Number of students tested	71	78	86	96	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	85	89	92	85
Exceeds	42	28	32	19	35
Number of students tested	38	40	28	36	26
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	100	55	86	87	78
Exceeds	17	27	29	20	11
Number of students tested	6	11	14	15	9
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	92	89	79	91	86
Exceeds	52	44	15	24	11
Number of students tested	77	89	89	67	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	88	81	67	84	88
Exceeds	35	19	6	12	0
Number of students tested	43	36	33	25	26
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	67	36	29	67	71
Exceeds	11	9	0	0	0
Number of students tested	9	11	14	9	7
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	94	88	94	84
Exceeds	44	47	24	37	38
Number of students tested	77	89	89	67	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	86	76	92	88
Exceeds	33	28	18	32	27
Number of students tested	43	36	33	25	26
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	100	64	50	89	57
Exceeds	11	9	0	11	14
Number of students tested	9	11	14	9	7
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	87	77	76	96	91
Exceeds	48	32	30	41	35
Number of students tested	86	92	67	92	88
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	78	64	65	96	89
Exceeds	22	26	19	15	25
Number of students tested	36	39	26	28	28
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	30	23	0	78	57
Exceeds	0	7	0	22	0
Number of students tested	10	13	5	9	7
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	98	89	93	94	86
Exceeds	41	24	19	26	15
Number of students tested	86	92	67	93	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	94	79	81	93	86
Exceeds	17	18	8	14	7
Number of students tested	36	39	26	28	28
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	80	38	80	89	57
Exceeds	0	0	0	0	14
Number of students tested	10	13	5	9	7
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr			
SCHOOL SCORES					
Meets + Exceeds	83	87			
Exceeds	19	23			
Number of students tested	93	61			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	77	77			
Exceeds	17	14			
Number of students tested	47	22			
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	36	0			
Exceeds	7	0			
Number of students tested	14	4			
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES: CRCT scores not available for 6th grade prior to 2008-2009 since 6th grade was housed at Middle School.					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Criterion Referenced Competency Tests

Edition/Publication Year: The Year Given Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr			
SCHOOL SCORES					
Meets + Exceeds	91	93			
Exceeds	41	43			
Number of students tested	93	61			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	87	82			
Exceeds	36	23			
Number of students tested	47	22			
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	57	50			
Exceeds	0	0			
Number of students tested	14	4			
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES: CRCT scores not available for 6th grade prior to 2008-2009 since 6th grade was housed at Middle School.					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	91	89	84	93	91
Exceeds	45	38	29	33	27
Number of students tested	332	323	245	259	238
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	7	7	6	6	3
Percent of students alternatively assessed	2	2	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	86	81	75	89	92
Exceeds	33	25	22	18	18
Number of students tested	167	139	89	90	82
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	54	43	42	73	80
Exceeds	9	17	17	16	8
Number of students tested	43	42	36	37	25
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	96	93	92	92	85
Exceeds	44	38	32	23	25
Number of students tested	332	323	245	260	238
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	7	6	6	3
Percent of students alternatively assessed	2	2	2	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	94	88	82	89	84
Exceeds	33	22	25	18	16
Number of students tested	167	139	89	91	82
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	76	64	68	77	64
Exceeds	15	12	17	10	8
Number of students tested	43	42	36	37	25
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA4